

## Cognitive Learning Domain

<b>Lower-Order</b>			<b>Higher-Order</b>		
<b>Remember</b>	<b>Understand</b>	<b>Analyze</b>	<b>Apply</b>	<b>Evaluate</b>	<b>Generate</b>
Retrieve pertinent facts from long-term memory	Construct new meaning by mixing new material with existing ideas	Subdivide content into meaningful parts and relate the parts	Use procedures to solve problems or complete tasks	Come to a conclusion about something based on standards/criteria	Reorganize elements into a new pattern, structure, or purpose
Recognize Recall List Name Identify Show Define State Visualize Tell Describe Label Collect Examine Quote Record	Interpret Exemplify Classify Summarize Compare Explain Describe Paraphrase Differentiate Demonstrate Defend Distinguish Paraphrase Predict Recognize Summarize	Differentiate Organize Attribute Analyze Deduce Contrast Compare Distinguish Discuss Plan Devise Diagram Inspect Examine Categorize Appraise	Solve Illustrate Calculate Use Interpret Manipulate Apply Modify Complete Implement Show Examine Relate Experiment Discover Classify	Critique Judge Choose Estimate Defend Criticize Compare Rate Value Assess Estimate Measure Select Score Revise	Create Plan Produce Design Hypothesize Support Schematize Report Justify Categorize Combine Compile Compose Organize Synthesize
<b>Ideas</b>		<b>Comprehension</b>		<b>Extension</b>	
<b>← Scaffolding →</b>					

Bloom's taxonomy is the usual paradigm for determining the levels of learning in the cognitive learning domains (1956), although Anderson and Krathwohl (2001) have produced an important and helpful update that rightly reorders and redefines some of Bloom's seminal work (the above figure is adapted from their work and from McKeachie & Svinicki, 2006).

Their update for the cognitive learning domain has developed outcome-oriented language by changing all the labels from nouns to verbs in order to emphasize the active nature of learning (Anderson & Krathwohl, 2001).

The inclusion of a variety of verbs allows instructors to select outputs that will appeal to different learning styles, another key aspect of student learning (McKeachie & Svinicki, 2006).